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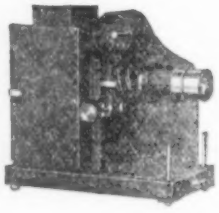

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SCHOOL AND SOCIETY

Volume XXII SATURDAY, DECEMBER 26, 1925 Number 574

OPPORTUNITIES AND DANGERS OF EDUCATIONAL FOUNDATIONS[1]

YOUR committee on program must be gifted with prophetic vision. How otherwise could it have foreseen that since the time my associates and I were invited to contribute to this symposium, the right of these foundations to associate with universities at all would have been questioned, if not by the president and faculty, at any rate by the regents of one of the universities which compose this association. Whatever may be said as to the wisdom of the action of these regents, they have certainly added interest and piquancy to our discussion to-day.

The conventional view of the relation between the university and the foundation is that the university is the active and the foundation the passive element, the latter furnishing the paradox of an immortal body perpetually engaged in selling its life as dearly as possible.

While there is a certain element of truth in the conventional picture, it is significant that the proportion of foundation money which is going into grants for the general purposes of any college or university is steadily decreasing. In other words, foundation grants are coming more and more to be in support of specific projects, and the initiative for these projects may come from anywhere—from an individual, from a foundation, from a university or perhaps most often from one of the national organizations of scholars.

The foundations are largely responsible for a new grouping, closely related to the universities in personnel and program, but usually independent of any single institution. Research in economics, for example, is to-day largely in the hands of such institutes, as they are usually called. In science, the National Research Council has itself become a foundation through a grant from the Carnegie Corporation.

Although the individual institution has therefore not so much to say as to the disposal of foundation funds as it had formerly, the contributions of the foundation to the university, if less direct, are more important than ever before. I don't think it an exaggeration to say that any important research project which has the endorsement of a representative group of scholars can find financial support from one or another of the foundations. It is to be noted that the researches thus helped cover a very wide range and include such practical questions as the teaching of foreign languages and the organization of professional schools of medicine or engineering.

Not only do all these enterprises give the ripe scholar the chance to show his mettle, but recent foundation activities are doing much to prepare the scholars of the generation to come. I am told that, in all, the foundations support nearly fifteen hundred fellows annually, and of course at the close of their incumbency the great majority either return to or enter academic life.

In trying to make clear that the relations between university and foundation are far more many-sided and complex than might appear offhand, I don't wish to minimize in any way the debt of the foundation to the university. In all seriousness, I don't see how the foundations could

[1] Paper presented to the New Haven meeting of the Association of American Universities, October 30, 1925.

carry out what I conceive to be their peculiar functions without the university. The foundation may be convenient, sometimes very convenient indeed to the university, but the latter could get along without it—it managed to do so for a good many hundred years; the foundation, on the other hand, is absolutely dependent on the university, or, to be more accurate, on university men and women.

In the first place, our executives and our expert staffs, when we have them, have been chiefly recruited from academic life, always from men of academic training and ideals. Our relations are with academic people, and we are constantly turning for advice to them, sometimes offhand and sometimes in a more formal manner. In the educational program of one of the foundations, for example, it is the practice of the trustees not to consider separate projects at all, but to limit their responsibility to the approval or disapproval of a year's program made up of specific enterprises, which, by a sort of preferential ballot, have been selected as most promising of important results by a committee of academic people. Another of the foundations gets its light upon matters of this kind by conducting what in the Catholic church would be called a "retreat." To formulate one branch of its program twenty-three of the leaders in this particular field, coming from thirteen institutions, were willing to devote ten days of their summer vacation; another group had a meeting of the same length, in which twelve men, representing ten institutions, did the same thing. In all three cases, the service of these advisers was wholly voluntary.

Most important of all, the university nearly always provides, directly or indirectly, the personnel to carry any project through, and helpful as the financial contribution to that end may be, it is always secondary in importance to the human contribution. This human contribution of the university is not limited to academic projects, but affects all the activities of the foundations. The American Law Institute, for example, was financed upon the recommendation of a group of judges and practicing lawyers. The actual restatement of each branch of the law (which is the task which the institute has undertaken) is being done by teams of university law professors. For a long time there was no close relation between the American public library and the American university, but to-day the librarians themselves have decided that what their profession most needs is the establishment of a university school of the highest type, and they have turned to a foundation to make this possible.

The university and the foundation are alike engaged in the same great enterprise, the advancement of human knowledge and understanding. Both work through human beings, and the job consists in choosing the right men and women, giving them the tools they need and then letting them alone. The common task is to find the individual and to set him to work, either singly or in teams (and cooperative research is perhaps the most significant contribution of our day).

In this task, the foundation supplements the university at its weakest points. It can provide freedom for immediate action. The fixed charges against its income are relatively insignificant as compared with those of the university, and it can usually put its hand on the funds needed. Apart from questions of money, furthermore, the smaller body steers more easily.

There are times when it is everything to be able to strike when the iron is hot. The assurance of an $8,000 grant to be distributed through the University of Toronto brought together three men, each with some special competence in dealing with the

baffling problem of diabetes, men who otherwise could never have worked as a team, and these men developed insulin.

The foundation, also, from the nature of its contacts, can often get a more general view of needs and opportunities than seems possible for any single university. It inevitably becomes a sort of clearinghouse of academic ideas. Saving your presence, gentlemen, you are as a group rather ignorant than otherwise of what your neighbors are doing and thinking. Whatever the reason may be, I believe it to be the fact that our universities don't often find a way unaided to break down the barriers between different institutions or even between different departments in the same institution. University administration for one thing is proverbially stingy in giving professors a chance to move about. When men from different institutions do get together, it is usually at the expense of one of the foundations, and I don't think their money is often used to better advantage. It is from such contacts that the cooperative research projects, which, as I said a moment ago, are characteristic of our day, usually arise.

The university, on the other hand, helps the foundation where it most needs help. "Where shall wisdom be found and where is the place of understanding?" I refer more particularly to the wisdom we seek rather than to the wisdom which is offered to us unsolicited. It is no easy thing for the ear of a foundation to recognize and to understand the still small voice, with all the loud-speakers which are trained upon it. The job of a foundation executive, I may say in passing, is a hazardous one, particularly as regards character depreciation. University presidents are said to have the same trouble, but I doubt if they have it to the same degree. It can't be good for a man to have all his jokes laughed at and all his opinions, regardless of their validity, immediately concurred in. There is only one exception. The importance and practicability of making the grant about which the visitor has called is not open to debate.

So closely are the universities and foundations related in objectives and in the individuals or teams at work upon the realization of these objectives, that when you ask us to speak of our opportunities and dangers, we can reply that in a general way our opportunities are your opportunities; our dangers to a very considerable degree your dangers. I am, of course, using the term university in its broadest sense, as covering everything contributing to the advancement of knowledge, whether carried forward in a degree-granting institution or in a school system or in a separate institution.

The opportunities seem to lie rather in helping specific undertakings previously approved by a representative group of qualified persons, rather than in contributions to the general purposes of individual institutions. Alumni and other generously minded individuals can look after the latter, but the former fall into the category of things that everybody will endorse but that no one seems to think it is his business to pay for.

From the nature of its organization and its contacts, often from the very fact that its activities are not limited to the rigidly academic, the foundation itself is sometimes the first to see a need. In exceptional cases, the best opportunity for the foundation and the best service to the university lies in direct and vigorous opposition to the prevailing academic point of view. An example is the campaign on medical education, started by a report of the Carnegie Foundation and continued for a decade by the General Education Board. I don't mean that the opposition has lasted for ten years, but it is certainly true that proceed-

ings began, in the words of Mrs. Malaprop, "with a little aversion."

If a foundation man had selected it, I think the title of this symposium might well have been "The Opportunities, Dangers and Dilemmas of the Foundation," because in the day's work we don't have much time to think either of the first or the second, but we constantly have to choose as to which horn of the third we shall cling. The old questions of line *vs.* staff, quantity *vs.* quality, concentration *vs.* diffusion, complete *vs.* divided responsibility, all find characteristic ways of presenting themselves in our calling. If, for example, a foundation maintains its own operating staff, up goes the overhead and in comes the danger of slipping into routine-ism. If we farm out our projects, we have divided responsibility, delays and misunderstandings. Personally, as a democrat with a small d, I believe in so doing, but the actual results are often maddening. What the foundations, like the police, call an inside job, is much the simplest to carry through.

Or take the choice between a limited objective and a willingness to follow any promising lead. The former makes for continuity of policy and cumulative results. On the other hand, once in so often a long shot brings down big game. The Toronto grant which produced insulin is a good case in point.

What should be the relations of the foundations to one another? There are those who see in a close cooperation, if not a conspiracy in restraint of trade, at any rate the possibility of an undue concentration. If there is no cooperation, on the other hand, there is the danger of duplication of effort, of working at cross-purposes and the very real chance of being whipsawed by one of the adroit professional money-raisers, whose tribe has increased so rapidly in recent years.

Then there is the choice between the advantage of such complete responsibility for an enterprise as is undertaken in the making of a non-conditional grant, as against a larger total amount available for the purpose in question, resulting from a gift made conditionally upon the raising of a stated sum from other sources. Much can be said in favor of each of them. Each method has its advantages and its drawbacks, and one of the foundation groups, namely the Rockefeller, usually makes its grants upon a conditional basis, whereas the Carnegie grants are likely to be unrestricted.

It is, I think, fortunate that there is no uniformity as to these questions of foundation policy, and fortunate also that there is not always consistency of practice, for after all the modern foundation as a social instrument is still in the experimental stage, and we need much more experience before venturing on anything beyond the most tentative body of doctrine regarding it.

The foregoing, by the way, applies to my own expressions of opinion this afternoon. Perhaps I ought to say at this point that a few days ago I went over my notes with one of my Carnegie colleagues; and without going into details I may as well confess that if your committee had happened to ask him here instead of me, you would have had a somewhat different contribution.

Now, not forgetting what I have just said, let us consider the dangers, imaginary and real. Not so long ago we used to hear that the grants of the foundations would dry up the springs of individual philanthropy. This has not proved to be the case. Indeed, I should be rather inclined to think that the danger, if any, is that conditional grants from foundations sometimes overstimulate gifts which individuals are not really justified in making.

There is a real danger, as many of us believe, in accelerating to the point of distortion what would otherwise be the normal

evolution of an idea or a project. In other words, generous foundation grants sometimes make things too simple. An enterprise is put upon Easy Street long before it is for the best interest of itself or of mankind to have it reach that well-paved highway. Of course, it is all a matter of degree. We no longer believe in artificially hardening our children by Spartan rigors, but the danger of going too far in the other direction is not a fanciful one.

These, however, are incidental matters, and can be controlled by intelligent administration. Some underlying questions, on the other hand, can not be so easily disposed of. There are those who believe, and their numbers are not negligible, that a grave danger to the community lies in the inevitable growth of foundations in numbers and power until an undue proportion of our total wealth is tied up in bodies which apparently have been devised with great skill to be free from control either by public opinion or by due process of law. Such disquietude is not without some historical justification, for in the time of Henry VIII half the wealth of England lay in the foundations of that day, which were, of course, the religious foundations; and the Reformation in England was concerned quite as much with getting at these repositories of wealth as with any theological considerations. In his report as acting president of the Carnegie Corporation for 1923, Dr. Henry S. Pritchett has included an important historical study of foundations and their works and has shown how blind the custodians of these funds have often been to the public interest, and how often, even when they wished to do the right thing, they were prevented by the rigidity of their trust.

With respect to our situation to-day, however, certain factors should be borne in mind. In the first place, in six of the eight large foundations which concern themselves with education, the capital funds are not tied up in perpetuity. The trustees may at any time distribute not only the interest but the principal. Technically speaking, I suppose, they are not foundations at all. This freedom was first bestowed upon a board of trustees by the charter of the Russell Sage Foundation in 1907. It has been extended to those in control of the three great Rockefeller funds—the Rockefeller Foundation, the General Education Board and the Laura Spelman Rockefeller Memorial—and also to the Milbank and Commonwealth Funds. If therefore the trusfees of these funds should at any time recognize the existence of the danger of undue concentration, they can quickly meet it.

In the second place, I, for one, believe that the number of very large foundations is not likely to be greatly increased in the future. Those which we now have are the fruits of an economic and financial situation which has already changed. The individuals or family groups which could, if they would, found hundred million dollar endowments, do not exceed ten or a dozen at the outset. Income taxes, death duties, perhaps changing standards in the business and the industrial world, have already operated to limit the number of huge fortunes, and consequently huge foundations. On the other hand, endowments for specific purposes, with relatively smaller capitalization, for example the John Simon Guggenheim Memorial Foundation, are likely to increase rapidly in number; and I believe we can look forward also to the growth, both in number and capitalization, of community trusts. From the diversified nature of their objectives in the case of the first, and from the geographical limitations in the case of the second, these organizations do not present the same problem as would an increase in the large endowments for general purposes.

What lies behind the fear of the concentration of great funds in the control of a comparatively small number of people is of course the possibility that the income from funds of this size may be so directed as ultimately to create a nation-wide limitation upon the freedom of human thought and human action. It should be added, therefore, that certain men and women who feel no alarm as to undue concentration are nevertheless apprehensive as to the future. They fear, not a deliberate attempt at control, but rather an unconscious limitation of the field of foundation interests and activities through a limitation of the angle of vision of those in control. The trustees originally chosen are, they say, conservatives, and, naturally enough, because the fiduciary responsibility of these boards is an essential part of their job, and those competent by training to handle large sums of money are pretty sure to be conservatives. As vacancies occur, they will inevitably be filled, in the opinion of these doubters, by others of the same stripe. As to the safeguarding of the funds, this is all right, but as to the distribution of income, in other words, as to the program of the foundation, is it the experience of mankind that the ideas upon which future progress depends are welcome to those who are satisfied with things as they are?

It is a fair question, and a question of which a good many of the members of the existing boards are perfectly cognizant, in spite of their conservatism. They are all looking for younger people to fill vacancies, and this in itself involves a shift of the center of gravity toward what we call the left. They sometimes consciously seek a man with whom they know they will disagree on most points. A procedure which minimizes the danger of an ingrown board is now the accepted order in the community trusts, and these are destined, I think, to take an increasingly important place in the picture as time goes on. These trusts divide their responsibility, the custody and investment of funds being in the hands of professional bankers, the distribution of income in the hands of a separate group, not self-perpetuating. In the case of the New York Community Trust, for example, this group consists of eleven people, six of the eleven members, a majority, being nominated respectively by the senior judge of the United States Circuit Court of Appeals of the Second District, by the president of the Chamber of Commerce of the State of New York, by the president of the Brooklyn Institute of Arts and Sciences, the mayor of the City of New York, the president of the Academy of Medicine and the president of the Association of the Bar. In this connection, it should be remembered that five of the twelve persons now composing the Board of the Carnegie Corporation are members by virtue of holding the presidencies of the Carnegie Endowment for International peace, the Foundation for the Advancement of Teaching, the Hero Fund Commission, the Carnegie Institute of Pittsburgh and the Carnegie Institution of Washington. In all, 115 persons share the responsibility for their selection. Of course, Mr. Carnegie had a special purpose in making this provision, but it has not been a bad thing for the Corporation all along the line of its activities.

I hazard the prophecy that the years to come will find, let us call it, a greater variety of light and shade in the makeup of the foundation boards, and I also venture to predict that this will make no particular difference in their policies and programs, but that it will have an important effect by increasing public confidence, a point to which I shall return in a moment.

In my opinion, the real danger lies, not in concentration of wealth, or in conservatism or radicalism, but in a misunderstanding of function. Danger arises whenever any group with power in its hands, whether it be a state legislature, or the board of a

university or of a foundation, believes it to be its business to use its power to direct opinion. Any such group is a dangerous group, regardless of the manner of its makeup and regardless of whether its action is conscious or unconscious, and, if conscious, whether benign or sinister in purpose.

Let me add that a comparison of the programs of the foundations say of five years ago and of to-day will, I think, show that the foundations themselves are coming to have a progressively clearer understanding as to the distinction between the advancement of knowledge and the direction of opinion.

After all, the fundamental safeguard against the unsocial use of these funds lies, in the long run, in public opinion and the possibility of public control. The apparent immunity of those who direct them lies in the freedom from taxation which the foundations enjoy, but there is nothing irrevocable about the present exemption of such bodies, and the community, if at any time it felt so disposed, could tax an offending foundation, or all foundations, out of active existence. The Supreme Court, in Veazie Bank *vs.* Fenno, years ago set a precedent for the use of the tax power for purposes other than revenue. The element of public confidence in the makeup of foundation boards is therefore of very practical importance. Even more important is as wide an understanding as possible of what they do and how they do it.

If I may be permitted to refer for a moment to the recent action at Madison: the point of importance in my judgment is not that the university should or should not receive financial aid from a foundation, but that nine citizens of a great commonwealth, selected presumably because of their understanding of educational developments and educational problems, should feel that by voting as they did they were carrying out the trust imposed upon them as regents. Is not this an evidence that wider opportunities should be given to the public to understand something of the actual steps by which the trustees of an American educational foundation endeavor to carry out the trust imposed *on them*? It is hard to conceive that a fair-minded man or woman who studied the day by day operations of any one of the important educational foundations should fail to realize that the broadly cooperative character of these operations offers the most effective safeguard, if safeguard were needed, against any employment of these trust funds based upon unworthy motives.

The foundations make mistakes both of omission and of commission, in this imperfect world, and they will continue to do so. The real test of their utility lies in their record of positive accomplishment. Let me give in closing just two examples of such accomplishment. In the first place, no history of American education would be complete without recognition of the responsibility of the General Education Board for the improvement of secondary education all through our southern states. Secondly, the story of human progress through the quarter century just closing could not be told, no matter how briefly, without reference to what the Rockefeller Foundation has done for public health throughout the world. Personally, I think the foundations may safely rest their case on these two pieces of evidence.

F. P. KEPPEL
THE CARNEGIE CORPORATION

EDUCATIONAL FOUNDATIONS WITH SPECIAL REFERENCE TO INTERNATIONAL FELLOWSHIPS[1]

A FEW months after I had been so rash as to promise to take part in this sympo-

[1] Paper presented to the New Haven meeting of the Association of American Universities, October 30, 1925.

sium, the immensity of the subject and the extent of my own temerity were brought home to me in an interesting manner. Mr. Philip Kerr, the newly elected secretary of the Rhodes Trust, was visiting me in this country, and I asked twelve or fifteen representatives of different educational foundations in New York to meet him at luncheon. As I looked around the table, a friend who was sitting near me made a rough calculation that the gentlemen there present represented a total of five hundred million dollars devoted to educational and philanthropic purposes. That sum would be equal to the plant and endowment of ten of our richer universities. It gives one a very impressive idea of the opportunities of educational foundations. A great deal can be done with the income from five hundred million dollars—a great deal more than I shall attempt to outline in this paper.

But as I looked around the table and thought about these men and their colleagues who are directing the work of the various foundations, it was borne in upon me very forcibly that the funds of themselves are sterile; the men themselves, their intelligence, their idealism, their educational wisdom, and their common sense are more important, are really of greater force in the world, than the money which they are engaged in spending.

The endowments of our educational foundations seem large because they are concentrated. In reality they are only a fraction of our national expenditure on education, and if the work of the foundations has been prominent, if they have been conspicuously useful, it is because they have mixed brains with their dollars. Great as is their power, it is in my opinion impossible for our educational foundations to do any considerable part of the main work of education. They can only show the way. Their flexibility makes it possible for them to strike out into new paths. Their aloofness from the ordinary hurly-burly of our educational system gives them perhaps a better chance of being able to observe in what directions experiments and improvements will be most promising and most needed.

If they do not do this, there is little else that they can do. It would be hard, I think, to maintain the thesis that our educational foundations have proved in any particular case a menace or a danger to our public institutions or to our educational system. But it would not be hard to prove that in some cases their activities have been futile for the lack of this educational statesmanship which their particular situation demands. The opportunity of our educational foundations is leadership; their danger is sterility.

I shall undertake to illustrate these general statements by a brief discussion of one field of work which our foundations have in recent years very largely entered, and in which I have myself had a certain amount of experience, namely, the provision and administration of international fellowships. This field is an interesting one for the purpose because it provides material for what Dr. Flexner has called "the four tests of an educational foundation"—(1) what it has accomplished, (2) what mistakes it has made, (3) what it has failed to do, and (4) what has been done without it.

There have been for a great many years small endowments to provide international fellowships in many of the colleges and universities of this country. Something over twenty years ago, the Rhodes Trust began the administration of what was up to that time certainly the largest system of international fellowships which had ever been administered by a single body. And within the last twenty years, largely within the last ten, many other foundations have

entered this field and are now spending fairly large sums in providing educational opportunities of this kind. The total annual expenditure of American money on international fellowships, Mr. Moe has estimated for me, is about two and a half million dollars. Of this amount, about half a million is expended by our colleges and universities, about a million by the various Rockefeller boards, and another million by all the other foundations combined. The figures which I give are only in round numbers and the money is not of course all of it spent on American students or even upon students studying in the United States.

The fields covered by these foundations extend over a very wide range. There are nearly one hundred Rhodes scholars from the United States always at the University of Oxford, thirty-two appointments being made each year. There is at least an equal number and probably a larger number of Englishmen coming to the United States each year, thus reciprocating the Rhodes endowment. There are a number of other systems attached to definite foreign countries, such as the American Field Service Fellowships for study in French universities, the C. R. B. Fellowships carrying students from the United States to Belgium and from Belgium to the United States, the fellowships offered by the Scandinavian-American Foundation which takes students to and fro between the Scandinavian countries and the United States, aside from a number of smaller systems between the United States and other European countries.

These fellowships cover every subject of study and almost every period of age and preparation, from the student who has not yet received his A.B. degree to the man or woman who has passed the Ph.D. and is interested in advanced research.

Existing systems of fellowships cover every field but they do not cover them evenly and in many cases not adequately. Probably the thing most needed to remedy this, at the present moment, is some system of coordinating the activities of the various fellowship boards. Candidates apply to and are refused by one board, who would be hailed with delight by another. Candidates are inadequately supported by one board who could be taken care of magnificently by another. Some system of interrelation, some method of common action, is demanded both in the interests of the foundations and of the fellows themselves. It would not be wise in my opinion to have this coordination of work so strictly organized as to hamper the freedom of the different boards in any way. The important end to be gained is that candidates who apply to the wrong foundation should be passed on to the right one so that available material of high quality should not be lost through lack of information as to the particular interests of the different boards.

It is to be hoped that the various foundations will, as time goes on, adopt the custom now being followed by the Rhodes Trustees of printing every few years a list of the men who have held their fellowships with a synopsis of their record, so as to make possible some study of the effect of these fellowships upon the success and usefulness of the men who have enjoyed them. The Rhodes Trustees have followed this custom from the beginning and it is greatly to be desired that such a record should be printed by every foundation which offers fellowships. It is my own experience that colleges and universities are more and more eager to get hold of men who have had the advantages of such training for teaching and research positions. The difficulty in finding such men would be considerably lessened by the existence of such a printed list as I have indicated.

Immediately after the war, systems of fellowships were established with great

rapidity and goodwill, but often on very slender financial and intellectual foundations. Several of these systems have now ceased to operate and probably some that are now leading a hand-to-mouth existence will not last many years longer. On the other hand, the more important of these fellowships have been extraordinarily successful and their usefulness seems to increase rather than to diminish as the years go on. The reasons both for success and failure are not particularly difficult to discover.

There is behind almost every system of fellowships an international motive. Fellowships may be founded to cultivate better relations between certain countries and to ensure the peace of the world by bringing about a greater degree of international understanding. But it seems clear from the experience of the last decade that this international purpose is best served if it is made a by-product rather than the principal aim. No international fellowships that I know of have been successful which do not minister to some educational need. They must justify themselves educationally in order to be of any use internationally. It follows that the most important measure for ensuring the success of fellowships is a study of the needs of one country and the available contribution which can be made by another. This study must determine the kind of candidates who should be selected, the conditions under which they should hold their fellowships, the kind of work they should be expected to do, and the kind of positions for which they will be fitted after their return. The exchange which is now taking place between the United States and England is proving successful for the reason that the different systems of fellowships now in operation have, to a reasonable extent, at least, taken these factors into consideration. American students can profitably do the kind of work in England which English students could not do in the United States. The regulations which prove successful for the exchange of students between the United States and Great Britain would not necessarily work in the case of other countries. Each situation must be studied from the double point of view of what one nation needs and of what another can supply in order to lay a plan which will promise any enduring success.

The experience of these systems of fellowships has set a new standard so far as size of stipend is concerned. When it was announced twenty years ago that Mr. Rhodes had provided in his will that his scholars should receive a stipend of three hundred pounds each per year, there was a gasp of surprise in this country. That amount has recently been fixed by the Rhodes Trust at four hundred. The generous fellowships offered by other foundations, and notably by the Rockefeller boards, the Guggenheim and Commonwealth funds, exceed this amount. It is becoming clear that in international fellowships it pays to spend money only on the best kind of material and that brains of the best quality will justify any expenditure within reason.

The traveling fellowships and scholarships maintained by our various universities and colleges are proving largely futile at the present day because of the inadequacy of their stipends. Most of them were established when money was worth about twice as much as it is at present and the stipends which were somewhat small even in that day are almost useless now for the purposes of international study. The same thing, it may be said in passing, is true of the system of sabbatical leave on half salary which is so usual among our colleges and universities. It has been estimated that fewer than three per cent. of the professors entitled to sabbatical leave in this country actually take it for the reason that

they and their families would be unable to exist, much less to go away for further study, on the half salary usually provided. It seems quite clear that institutions which believe in a system of regular leave will have to substitute a half year on full salary for the full year on half salary which is now so common.

Experience has demonstrated that international fellowships are best adapted to the realization of specific aims and not to the pursuit of general culture. Unquestionably one nation may contribute elements of value to the culture of another, but it can do this effectively only through the minds of the best thinkers. It does not seem to me possible for one nation to take over any great part of the task of educating individuals of mediocre ability from another. In general, candidates for international fellowships are most promising who have got most from the educational system of their own country before they go abroad.

The administration of systems of international fellowships reinforces the point upon which Carlyle was never tired of insisting, of the inseparableness of high intellectual and moral attributes. The man or woman who goes abroad is inevitably treated as a representative of his or her country, and character and personality in such a case are of enormous importance. They are of importance also for the realization of the intellectual purposes of the fellowship. Every educational system tends to give some of its honors and rewards to people who do not really deserve them because of the inadequacy of all our systems of examinations. A new and different system of instruction and examination is a devastating test for individuals of this kind. It shows their weaknesses and ruthlessly winnows the wheat from the chaff.

It is only a summary of all that I have said to point out that the most important element in the success of a system of fellowships is its administration, rather than the regulations under which it was founded. So far as these regulations are concerned, the most important element is flexibility. The service of such systems of fellowships is to show the way, to train the leaders. The conditions under which they operate should, more than any other part of our educational system, be subject to change not merely in order to keep up with the times but if possible to keep in advance of current thought.

Given this flexibility the opportunity for our fellowship boards is indeed great. It is nothing less than bringing to bear upon the intellectual life of every country the highest standards and best ideas of every other. It offers to the recipient not merely the opportunity but the necessity of thinking over on his own account his whole educational philosophy from the ground up. It cultivates an international point of view, based not upon superficial friendship but upon fundamental understanding. Perhaps there is no activity of our great foundations which offers more opportunity, provided the danger of mediocrity and sterility can be avoided, of contributing to the highest development of our educational systems and our intellectual life.

FRANK AYDELOTTE
SWARTHMORE COLLEGE

OBSERVATIONS OF AN AMERICAN EDUCATOR ABROAD

II

BUDAPEST

In no country of Europe is nationalism more rife than in Hungary. As the result of the war, the Hungarians lost two thirds of the territory and population that formerly belonged to them. The Bolshevik revolution of 1919 was looked upon as a Jewish movement, and after the Bolsheviks

had been driven out a law was passed to place the cross in all schoolrooms, including those of the universities. Moreover, every schoolhouse is provided with a map of pre-war Hungary with the lost territories in black and the phrase printed beneath: "No, no, never." I met no one who was content with the present situation, but because of fear of the Little Entente there is not much likelihood of an early change. Despite the poverty of the country since the war, great sacrifices have been made for the cause of education, and the universities are gradually resuming their pre-war condition. The greatest gratitude was expressed for American aid to the universities in the form of gifts of books and apparatus, and in Hungary, as elsewhere, a tribute was paid to the Rockefeller Foundation for its gift of medical periodicals to the medical schools. The admirable work of Mr. Jeremiah Smith, the American agent of the League of Nations in the financial rehabilitation of Hungary, has increased the good feeling towards the United States. There was everywhere expressed the desire for close cultural relations and much satisfaction over the establishment this year of the five fellowships covering tuition, board and lodging for Hungarian students in American colleges. These have been placed in charge of the Institute of International Education for administration, and it is hoped that the number will be increased in the next few years. The Hungarian educational authorities are also anxious to have some of their professors who speak English come to the United States as visiting professors and to have American professors go to Hungarian universities in a similar capacity.

GERMANY

My brief visit to Berlin and more prolonged visits to Munich and Heidelberg suggested to me that the extreme nationalistic element is still quite important in the field of higher education in Germany. However, I think this is but a temporary condition which will change with the passing of the war hatreds, and especially with the reestablishment of Germany to a more satisfactory position in international relations. The terrible experience of so many middle class students in the years since the war has caused a change in attitude among considerable numbers. In the year 1923, sixty-three thousand out of the ninety thousand students in German universities were either wholly or partly working their way. Before the war most of the same students would have felt it a disgrace to do so. In all probability this large body looks with more friendly eyes upon democratic institutions than do others of their fellow-students.

Only during the past year have the universities been able to assume the normal conditions of the pre-war days. In accordance with this, the ministry of public instruction has become more active in its desire to assume cultural relations with the former enemy countries. Some idea of what this means can be gained from the fact that there were last year only some hundred American students in all the German universities.

It must be remembered that previous to the war cultural relations between the United States and Germany were largely handled by the Amerika Institut, established as a foundation by some American men of affairs. During the period of inflation, however, the value of the securities underlying this foundation were depreciated, like those of other foundations. Thus after the war the institute had a very hard struggle to survive and did so only through the untiring efforts of its director, Dr. K. O. Bertling. Although greatly handicapped by lack of resources, it has made steady progress toward assuming its former activi-

ties. The Amerika Institut has a suite of rooms equal to that of the American University Union in London or in Paris. It has a better library than either and excellent facilities for study and research for a few scholars and for correspondence and conference for a larger number. There will be an increasing number of American university men, professors, alumni and students, visiting Germany and the German universities. They will find information, assistance and advice at the Amerika Institut. It would seem reasonable that the American University Union should have a branch in Berlin to do for those Americans what the branches in Paris and London do for Americans in France and England. If such action should be decided affirmatively, it is greatly to be hoped that duplication of the work of the Amerika Institut will be avoided. In fact, it would seem that the only wise course to pursue would be to organize some form of cooperation between the Union and the Amerika Institut.

Two years ago the Institute of International Education organized the American-German Student Exchange with some of the foremost educators on its board, for the purpose of reviving actively one aspect of cultural relations with the German universities. As the result of an appeal made by this board to the institutions of higher education in the United States, fellowships covering tuition, board and lodging were offered by ten of the best institutions in the country for German students. In the same year there was organized at the University of Heidelberg, which has always had liberal tendencies, an institute for the study of the political and social sciences under the directorship of Professor Alfred Weber. Within this institute there is a section especially interested in Anglo-American institutions. Professor Edgar Salin undertook correspondence with me concerning the best method of cooperation. Dr. Carl J. Friedrich was sent to the United States to act as secretary of the American-German Student Exchange, and, armed with letters of introduction from me, he was able not only to secure ten additional fellowships for German students but also $20,000 in gifts from Americans wherewith to pay the traveling expenses of the students, few of whom could have met the expenses themselves. So important was the whole enterprise considered in Germany that the ministry of public instruction fostered the organization of a separate bureau to develop these relations and similar ones with other countries. This bureau is incorporated under the name of Akademischer Austauschdienst, now in Berlin. It has a very prominent board of directors composed of administrators and men of affairs, and as the result of an appeal in Germany for funds and fellowships at the universities it was able to offer through our office, for the present academic year, ten full fellowships to American students in different German universities. Dr. Picht, one of the ablest administrators of the ministry, was placed in charge and came to the United States to study the methods used here. He will work in close cooperation with the Amerika Institut in Berlin. The Akademischer Austauschdienst will be the representative of the Institute of International Education in all matters concerning student exchange. In the meantime the courses at the institute at Heidelberg have been admirably organized and, I was assured, had great response. In fact, I found the greatest interest displayed in Germany generally as regards American education.

ROME

In a previous report to the Board I urged the establishment of a branch of the Amer-

ican University Union at Rome. I did not visit Rome on my tour this year, but would like to mention the additional reasons that now exist for such action as explained to me by my associate, Mr. David A. Robertson, of the American Council on Education. The Italy-America Society in New York now has its counterpart in the Associazione Italo-Americano in Rome. This society has splendid quarters in the Palazzo Salviati in the very heart of the city, which also houses the American Library. Last year the Westinghouse professorship was founded and the visiting American professor delivers his lectures and has his office in the Palazzo Salviati. The Associazione and the American Library cooperate in the most helpful manner with the American Academy housed in a beautiful group of buildings on the other side of the Tiber. A branch of the American University Union could easily be placed in the Palazzo Salviati and the director might act as a liaison officer among the three organizations as well as become a center of information and advice upon all cultural relations between the United States and Italy. These relations are of the happiest kind despite immigration laws and interallied debts and they deserve to be fostered.

PARIS

Franco-American cultural relations have been so expanded that the chief problem to-day is one of coordination of activities. It is unnecessary at this late date to speak of the fine work of the American University Union in Paris. It has been fortunate in the directors who have succeeded one another upon annual appointments, but more fortunate in its retention of Dr. Horatio S. Krans as secretary from the very beginning of its history. In addition to the many other causes for gratitude, Dr. Krans has just finished a revision for the Institute of International Education of its Opportunities for Higher Education in France, which in the completeness and thoroughness of its information leaves practically nothing to be desired. The administration of the American Field Service Fellowships which are in the care of the Institute and the Franco-American fellowships which the institute administers for the American Council on Education, has been thoroughly organized. This is also true of the circuiting of visiting professors from France as from other countries.

Paris resembles Geneva, however, in having a considerable number of unrelated activities, all of which would probably function better were there at least a greater degree of cooperation. The European division of the Carnegie Endowment for International Peace undertook a step in the right direction when it rented a floor of its new home in the Boulevard Saint-Germain to the American University Union. This site is in the immediate neighborhood of student life and activities in Paris, and the union is thereby enabled to work more effectively than before. If the American Library in Paris could be housed next door, a great step towards proper coordination of American activities would be taken. The library is an admirable institution and performs an excellent service. But it is situated in the Etoile region, far removed from the Sorbonne and the university. It has organized a model library school which now has twenty-five French students. Were it to be moved to the immediate neighborhood of the Carnegie Endowment and the University Union, it could better serve the needs of its own students as well as of the many more who make the union their headquarters. Provision could be made for seminar rooms if the Union were to turn over its library to the American Library. Moreover, all three organizations might maintain a common postal, telephone and information service which would reduce

overhead expenses, and they could probably make savings in other directions. Mr. Johnson, the director of the library, approves heartily of its removal in order to secure the advantages of closer cooperation with the other American agencies. He agrees that the needs of the library clientèle in the Etoile region can easily be served by a branch circulating library. In fact, the three organizations are willing and even anxious for closer union of effort. The only obstacle is the need of funds. It would seem that such a union might well be a first lien on funds raised in the United States for uses in Paris.

The last statement is made with due recognition to the request for funds made by the Cité Universitaire. After the war the officials of the city of Paris decided to raze its walls and donated part of the resulting space to the University of Paris to erect dormitories for the students of the university. The university officials offered sites for the erection of such dormitories to the educational representatives of a number of countries, the United States being one of them. Already through the generosity of one of its citizens, France has erected a splendid hostel, which will be occupied this fall. In a similar way Canada and Belgium have been able to build equally fine dormitories for their students, and I was informed that two other countries will probably start building during the coming year. Objection has been made by some Americans that housing American students in such a hostel deprives them of French surroundings and that, therefore, one of the reasons for residence in France would not avail. To overcome this objection, the French educational authorities have expressed their willingness to exchange half of the students in their dormitory for half in the American. The building of a dormitory for the Cité Universitaire seems to me a worthy undertaking but not one of primary importance. It would be excellent if some wealthy individual interested in that particular aspect of education would provide the funds, as has been done in the case of France, Canada and Belgium. But preference should be given to more pressing needs, such as that mentioned in the preceding paragraph.

ENGLAND

It is seldom possible to speak of British-American cultural relations with the same degree of certainty as of Franco-American relations. The University Union in Paris, in conjunction with the Office National des Universités, can ordinarily determine the solution of a problem which will apply to all the institutions of higher education in France. This advantage of a unified system does not apply to Great Britain, where every university practically determines its own policy. Even the degree of cooperation exhibited in the Universities Bureau of the British Empire is of the slenderest kind. The result is that the work of the American University Union in London is of a somewhat different character from that of Paris. It requires, among other things, a much larger amount of correspondence with and visits to the individual universities. It is fortunate that the London branch of the union has in Mr. Robert H. Simpson a secretary with so great a control of detail, combined with so much patience and tact. I think the time has come when the trustees of the University Union should consider making a change in the relations in the personnel of its branches, especially if the Board decides to establish branches at other educational centers in Europe. The Union in both London and Paris has won its place in the esteem of the educational authorities and government officials of England and France. In each city it has become a hard-

working office, and the burden of the work falls chiefly upon the secretary. I believe the secretary's office should be exalted and that he should no longer confine his efforts to the field of university relations but should make his office a center of information and advice concerning all fields of education and culture. If the American professor who is chosen as director engages in research during his stay or supervises research upon the part of other scholars, and can submit part of the results of the research before he leaves, his stay will redound much to the credit of scholarship in the United States.

The London branch of the union is not nearly so well housed as is the Paris branch. It is much handicapped by lack of space and equipment. Fortunately, when the Commonwealth Fund trustees established their fellowships they selected Mr. Simpson as their secretary in England and rented office rooms on the floor above the Union in 50 Russell Square. Part of the work of the Union has been carried on in these rooms. But however cordial the attitude of the Commonwealth Fund trustees may be, the Union should have sufficient quarters of its own to conduct its activities. The Union ought to have possession of the entire building at 50 Russell Square. The secretary could then make it his residence, paying rent for the rooms he occupies, and the Commonwealth Fund could continue to lease space for offices. Two great American enterprises would then be properly housed, and under the immediate administration of the same official. Mention should be made that the establishment of the Commonwealth Fund fellowships has given rise to the greatest satisfaction in Great Britain. Ten of the twenty fellows came to the United States in the same ship in which I returned home. They impressed me most favorably, and it was evident that they had been selected with unusual care.

Few other important developments took place last year in British-American cultural relations. A happy impression was made in Great Britain when the Carnegie Endowment provided the American Historical Association with funds to invite ten British professors of history to the annual meeting of the Association during the Christmas holidays. The Institute of International Education organized itineraries among our universities for five of the distinguished visitors, who were everywhere received with esteem and who left the best of impressions wherever they went. The educational authorities of Scotland are deeply interested in the progress made in educational organization and administration in the United States, and though no one mentioned the matter, I am sure it would give great satisfaction were it possible to extend invitations to several of their administrators to study school conditions here. One significant development in British-American relations will probably take place next summer. Sir William Beveridge, the director of the London School of Economics, and Professor Arthur Newton, of King's College, conferred with me last fall upon the wisdom of holding in London a summer session upon the American model, provided a sufficient number of American students would attend. I approved most heartily and suggested that because of the great resources of London for study in the political and social sciences, the summer session for the first year be held in London and be confined to those branches. My departure for the Philippines a little later prevented my following up the plan and I learned with regret when I arrived in London this summer that the scheme had fallen through. In the meantime, however, the Union office in London has cooperated with

the authorities of Trinity College, Dublin, in organizing a six weeks' summer session upon the American model to be held at that institution next summer. It is hoped that at least one hundred and fifty American students will attend. I think it is to be regretted that the initial step in this activity was not taken in one of the great educational centers of England whose resources would probably be of greater attractiveness to American students. But I believe that every effort should be made by all persons and organizations interested in international educational relations to make the summer session at Dublin a success. The most important element in making it a success is the willingness of American universities to grant credit to American students for courses taken at Dublin equal to credit they would receive had the work been done at home.

EDINBURGH

The last educational matter to which I should like to draw attention is the World Conference of National Educational Associations which I attended at Edinburgh in mid-July. The various countries were well represented as far as elementary and secondary education were concerned, but few representatives of higher education were present. It was a very earnest body, but I gathered the impression that there was a considerable dispersal of effort, due probably to the fact that the Americans, who were the largest single group at the meeting, had found difficulty in assisting to organize the conference from the other side of the Atlantic. As this was but the second meeting of the World Conference and was a great improvement upon the first meeting at San Francisco last year, it may be hoped that with better organization and with attention directed to more specific problems, such as the use of hatred-breeding history text-books in some countries, the World Conference will become a valuable instrument in the development of international good-will. It is a movement that is unquestionably deserving of support.

STEPHEN P. DUGGAN

THE INSTITUTE OF INTERNATIONAL EDUCATION

EDUCATIONAL EVENTS

SUMMER VACATION COURSES AT DUBLIN AND OXFORD

THE Institute of International Education, New York City, has announced vacation courses to be conducted next summer at the University of Dublin and at the University of Oxford. Plans are being formulated for a summer school especially arranged for American students to be held at Trinity College, University of Dublin, from July 15 until the end of August. Courses of lectures are offered in political economy, social science, present-day European problems, theory of education, modern English and modern French history, Anglo-Irish history, English literature, French, German, Spanish and Irish, for which approximate credit will be assigned. Trinity College occupies a large site in the city of Dublin. Men students can be lodged in College Chambers and women students at the Women's Hostel.

A summer vacation course, organized by the four women's colleges in Oxford and by the Society of Oxford Home Students will be held in Oxford from July 10 to 28. There will be lectures and discussions on English literature and English history by well-known professors, lecturers and tutors of the University of Oxford and other eminent men and women. Among them may be mentioned Professor Lascelles Abercrombie, the Rev. A. J. Carlyle, Professor Crofts, Professor Lilian Knowles, Professor Pollard, Dr. Grant Robertson, Professor de Selincourt, Mr. F. P. Wilson and tutors of the four women's colleges and the Society of Home Students. Entertainments and excursions will be planned, such as visits to Stratford-on-Avon during the Shakespeare Summer Festival, and to Sulgrave Manor, the ancestral home of the Washington family. The course is open to

American women high-school teachers of English and history, and to graduates of approved colleges and universities.

Applications should be made as soon as possible to Miss Florence A. Angell, at the institute's office at 2 West 45th Street, New York, N. Y.

COURSES FOR AMERICANS AT THE UNIVERSITY OF BERLIN

A SUMMER course for American undergraduates, graduate students and teachers at the University of Berlin is planned for the summer of 1926. The first term will begin on July 15 and end on August 4. The second term will begin on August 5 and end on August 25.

The course is under the direction of the Deutsches Institut für Ausländer, of which the director is Dr. Carl Remme. Dr. Remme is a member of the Ministry of Education, and also registrar of the University of Berlin. He is familiar with American education, and has as his assistant Dr. George Kartzke, who for seven years was a member of the faculty of Yale University. It is the intention of Dr. Remme to make the summer course rigorous in its educational requirements. Any student, whether undergraduate, graduate or teacher, who desires to have credit, must attend courses regularly, must pass frequent tests and a final examination. Several of the professors have talked in regular sessions and summer sessions in the United States, and understand the details of the American accrediting system, so that proper credit for work done may be secured in American universities.

Courses will be offered in German language and literature, German history, German art, political economy, education and sociology. Additional special courses will be organized if there is a sufficient demand.

Further information can be secured from Dr. S. P. Duggan, Institute of International Education, 522 Fifth Avenue, New York City, or from Mr. David A. Robertson, American Council on Education, 26 Jackson Place, Washington, D. C.

THE BRITISH EDUCATION BILL

ACCORDING to cablegrams to the *Christian Science Monitor* the Baldwin Government's policy in reducing the elementary education financial grants was endorsed by the House of Commons on December 17, when a motion introduced by C. P. Trevelyan, former minister of education under the Labor ministry, condemning the recent Board of Education's circular on the proposed grant system was rejected 26 votes to 124. Before a crowded house, Mr. Trevelyan asserted that Lord Eustace Percy, education minister, had by his circular contradicted the Conservative election education program and destroyed the continuity of education which it had been his effort to attain.

The prime minister himself, said Mr. Trevelyan, had said that it was undesirable that education should be regarded as controversial. The circular was an economy rather than an education circular. Its "ukase" was to ration education for the next three years. The local authorities would be reduced to scrambling for crumbs which fell from the board's table. He appealed for the withdrawal of the circular and the Labor Party would do what it could to restore concord.

Lord Eustace Percy, in reply, said that he stood there to defend and preserve the Conservative education program. He described the existing percentage grant system as anomalous. The fundamental basis of the circular must be adhered to. It meant a clearer division of responsibility between the Education Board and the local authorities, but it did not mean a reduction in the effective control of the board in maintaining the proper standard of education.

H. A. L. Fisher, representing English universities and minister of education under the coalition government, defended the present percentage system. He had suggested the reform and study of administrative expenses.

Alfred Duff Cooper was the exponent of Conservative disapproval of the circular and Viscountess Astor said it would be better to keep than to lower the percentage of the grant, since education was the great weapon for a nation fighting for its economic life. The Duchess of Atholl, education undersecretary, supported the circular, but declared that had it meant a hardship to children, she would have resigned.

Opposition to the proposed government economies on education was voiced in the House of Lords on December 15. Earl De La Warr

moved a resolution criticizing Lord Eustace Percy's circular on this subject as liable to involve either the transfer of national burdens to municipal taxation or to the abandonment of educational developments.

Lord Astor said it was a victory for reaction. The chief defense against Bolshevism was the adequate education of children.

Lord Haldane said that the most expensive thing the nation could do was to descend in the scale.

The resolution was dropped after the Marquess of Salisbury, for the Government, had explained that there would be no starving of education. Economy, however, was urgent in all Government departments, and unless this were realized there would be further shocks when the Cabinet's policy was gradually unfolded. The Government thought that progress should be made in higher rather than lower education, and with less money more wisely spent on the elementary side, better results would be obtained.

A PROPOSED LEAGUE OF SCHOLARSHIP SOCIETIES IN NEW YORK STATE SCHOOLS

A PLAN to unite the scholarship activities of present societies in New York state high schools and academies is being pressed by a joint committee representing Phi Beta Kappa alumni and representatives of the Associated Academic Principals, the Cum Laude Society and local honor societies. It is felt that the different organizations have a great deal in common and that there is a fair prospect that some form of league of honor societies will be organized to include all the secondary schools of the state.

Phi Beta Kappa has fifteen chapters in New York State.

The High School Honor League of the state was established by the Associated Academic Principals on December 29, 1923, "in order to set a higher standard of scholarship, to encourage students to form more systematic habits of study and to develop finer qualities of leadership, service and character."

The Cum Laude Society has as its object the encouragement and the reward of high attainment on the part of pupils in secondary schools. It is open to girls as well as to boys.

The Arista is an honor society which its founders intended to restrict to public high schools in New York city. Its purpose is the sustaining in secondary schools of an open and democratic organization which shall strive to unite those who aspire to the purest and best for the institution to which they belong. Its membership is selected from those endeavoring to attain the best results not only in scholarship but also in growth of character.

There are also local honor societies of which the Society of Scholarship in the Lansingburg High School is typical. It was organized in 1922, its membership being open to pupils of the senior class who meet certain standards.

BUSINESS MANAGEMENT AND SCHOOL ADMINISTRATION

AN announcement from the Bureau of Education states that the correlation of business management and school administration of public school supervision will be the subject of a nation-wide study by a commission, four members of which have just been appointed by the Secretary of the Interior and the Secretary of Commerce.

The commission was organized at the suggestion of Frank W. Ballou, president of the Department of Superintendence of the National Education Association, for the purpose of inquiring into the whole problem of the relation of business management and school administration.

Names of the members of the commission include John J. Tigert, commissioner of education, and Thomas E. Finegan, former state superintendent of education of Pennsylvania, designated by Secretary Work of the Interior Department; Elliot H. Goodwin, resident vice-president of the Chamber of Commerce of the United States, and Ernest Greenwood, vice-president of the Board of Education of the District of Columbia, designated by Secretary Hoover of the Department of Commerce; George D. Strayer, of Columbia University, and John H. Beveridge, superintendent of schools at Omaha, designated by Dr. Ballou to represent the Department of Superintendence. It is contemplated that two members will be added to represent the National Association of Public School Business Officials.

The work of the commission will include the study of such fundamental questions as business administration and methods of financing, including taxation and bond issues for school purposes, as well as the construction of new buildings, the purchase of sites for school buildings which will anticipate the growth of the population as well as provide adequate playground facilities and room for extension of the school plant, development of plans by competent architects within or without the school system, supervision of construction, heating, lighting, ventilating apparatus and other machinery, upkeep, painting and repairing, replacement of school furniture and equipment, surfacing of yards and playgrounds, landscape gardening, text-books, paper, ink, and other materials used in actual instruction, and adequate equipment for special purposes.

Detailed plans for the survey will be completed early in February and a preliminary report defining the scope of the work, the need for it and its purpose will be made to the annual meeting of the Department of Superintendence which will be held in Washington during the week of February 21.

THE STERLING FUND FOR RESEARCH FELLOWSHIPS AT YALE UNIVERSITY

WITH the assistance of a fund of $1,000,000 provided by the trustees of the estate of the late John W. Sterling, of New York City, Yale University will begin next fall an intensive effort to stimulate advanced research and graduate study in all fields of knowledge.

The Sterling Fellowships will be divided into two classes: Research or senior fellowships and junior fellowships. Candidates for senior fellowships, who will be expected to do advanced research, must have already received the degree of doctor of philosophy or its equivalent. It is anticipated that the maximum annual amount awarded to such fellows will be perhaps $2,500 or $3,000. Junior fellowships will be open to students who have accomplished a substantial part of the work for the Ph.D. degree. It is expected that they will receive between $1,000 and $1,500.

These fellowships are open equally to graduates of Yale University and other approved colleges and universities in the United States and foreign countries. They are open to graduate students or teachers on leave of absence who desire to carry on studies and investigations under the direction of the graduate faculty of Yale University or in affiliation with it. Since these fellows are expected to devote their entire time to research, they will not be permitted to engage in teaching during their appointments. It is felt that the gift of the Sterling Trustees marks a significant development in the promotion of higher scholarship in the United States.

ENDOWMENT FOR RESEARCH PROFESSORSHIPS IN SCIENCE

THE National Academy of Sciences has asked the cooperation of a group of prominent men and leading American scientists in an effort to obtain larger resources for research in pure science.

The academy hopes to obtain $2,000,000 annually with which to establish National Research professorships and to cooperate with universities and other institutions that are prepared to encourage fundamental research in the mathematical, physical and biological sciences.

The academy has created a special board of trustees for this endowment, the membership of which includes Elihu Root, Charles E. Hughes and Secretaries Mellon and Hoover. Secretary Hoover will act as chairman. Other members of the board are: Dr. Albert A. Michelson, president of the National Academy of Sciences; Gano Dunn, chairman of the National Research Council; Dr. Vernon Kellogg, permanent secretary of the National Research Council; John W. Davis, Colonel Edward M. House, Cameron Forbes, Felix Warburg, Henry S. Pritchett, Dr. Robert A. Millikan, foreign secretary of the National Academy of Sciences; Dr. John C. Merriam, president of the Carnegie Institution of Washington; Owen D. Young and Henry M. Robinson; Dr. Simon Flexner, director of the laboratories of the Rockefeller Institute for Medical Research; Dr. John J. Carty, vice-president of the American Telephone and Telegraph Company; Dr. William H. Welch, director of the School of Hygiene and Public Health of Johns Hopkins University; Dr. James H.

Breasted, director of the Oriental Institute of the University of Chicago; Professor L. R. Jones, of the University of Wisconsin; Professor A. B. Lamb, of Harvard University; Professor Oswald Veblen, of Princeton University; Dr. Thomas H. Morgan, of Columbia University, and Dr. George E. Hale, of the Mount Wilson Observatory.

"While we have in recent years developed our industrial research upon a scale hitherto unparalleled in history," Mr. Hoover said, "we have by no means kept pace in the development of research in pure science. The sudden growth of industrial research laboratories has in itself endangered pure science research by drafting the personnel of pure science into their ranks. Thus, applied science itself will dry up unless we maintain the sources of pure science. We must add to knowledge, both for the intellectual and spiritual satisfaction that comes from widening the range of human understanding, and for the direct practical utilization of these fundamental discoveries."

Officials of the academy explained that there is no lack of competent men for research in this country, but that too often, with the comfort of their families at heart, such men reluctantly accept well-paid industrial positions instead of poorly paid academic posts. The problem is to make these posts so attractive that the ablest men will seek and hold them permanently.

THE WASHINGTON MEETING OF THE DEPARTMENT OF SUPERINTENDENCE

FURTHER details in regard to the meeting to be held from February 21 to 25 will be given in the January number of the *Journal of the National Education Association*. As early as last summer, Dr. Ballou decided that the theme for a series of three sessions would be the "Reorganization of our Administrative Units." Three sessions—Monday and Wednesday mornings and Thursday afternoon—will be devoted to the discussion of elementary education, junior high schools and senior high schools, respectively. At the Monday morning session when the kindergarten and the first six grades will be up for discussion, John J. Tigert, U. S. commissioner of education, will speak on the "Educational Objectives of Elementary Education." President Mary McSkimmon will follow on the "Characteristics of the Efficient Elementary School Principal." Kindergarten work will be discussed by an expert in this field, and the pro and con of platoon school organization by two prominent members of the department. The Wednesday program, dealing with the junior high school, will include addresses on its educational objectives, its articulation with lower and higher school work, supervision of classroom teaching, provision for individual differences of pupils, and trends in curricular development. The speakers will be announced later.

The senior high-school program on Thursday afternoon will include educational objectives, professional standards for teachers, the principal as a supervisor of classroom teaching, admission of graduates to colleges of all types, and training for the principal.

The executive session of the department will be held on Tuesday morning and will have the usual seven-minute reports of actual achievements in the field told by different superintendents—always a popular feature. At this session will be held the annual business meeting, including the nomination of officers from the floor. The president, second vice-president and a member of the executive committee to serve for four years are to be nominated. The election will be by ballot on Wednesday. There will be ballot boxes at the registration desk and at the office of the executive secretary. Only active members of the department have the right to vote and hold office. The detachable coupon on the membership card should be presented to the board of tellers in exchange for the official ballot.

The general meetings on Monday evening, Thursday morning and Thursday evening will be addressed by speakers of national prominence on topics of immediate interest to superintendents of schools. Honorable Frank O. Lowden, of Illinois, whose experience in agricultural conditions covers many years, will speak. Commander Donald B. MacMillan, leader of the MacMillan Arctic Expedition under the auspices of the National Geographic Society and the United States Navy, will give an illustrated talk on the latest attempt to reach the North Pole.

EDUCATIONAL NOTES AND NEWS

THE new president of Villanova College, Philadelphia, is the Rev. Mortimer A. Sullivan, formerly assistant rector of the Church of St. Nicholas, Atlantic City, N. J.

PROFESSOR J. E. RETHERFORD, of the Idaho Technical Institute at Pocatello, has been chosen president of the institute, succeeding its first president, Dr. Frazier.

DR. HENRY SUZZALLO, president of the University of Washington, delivered the congratulatory address at the recent inauguration of Dr. John F. Dobbs as president of Pacific University at Forest Grove, Ore.

MISS ANNA MCKEAG, head of the education department at Wellesley, has been elected president of the New England Society of College Teachers of Education.

DR. EDWIN GRANT CONKLIN, professor of biology in Princeton University, has a year's leave to study research conditions in Japan under the Rockefeller Institute. Dr. and Mrs. Conklin expect to sail from San Francisco on December 26 and plan to return to Princeton from England.

DR. FANNIE FERN ANDREWS, secretary of the American School Citizenship League, Boston, has returned from a five months' tour of Europe and the Near East. While abroad she gave lectures in Edinburgh, at the Cambridge summer school, at the International Peace Congress in Paris, and at the International Child Welfare Congress in Geneva. After Geneva, she toured Italy, *en route* to Egypt and the Near East.

DURING the months of November and December, Professor James F. Hosic, of Teachers College, Columbia University, has been on an extended trip through the west for the purpose of making case studies of the work of elementary school principals. He has also been holding conferences with a number of principals' organizations in response to invitations extended by the officers of those organizations.

JAMES M. GLASS, director of Junior High Schools, Department of Public Instruction of Pennsylvania, has been granted three months' leave of absence for rest and professional work.

JAMES MALLOCH, director of the National Committee for the Training of Teachers, Edinburgh, will be visiting professor at Teachers College, Columbia, during the second semester and the summer term.

DR. C. W. KIMMINS, a member of the senate of the University of London and chairman of the University Extension Board, is lecturing at eastern universities. He spoke at Yale last week at a conference on visual education.

TEACHERS, supervisors and members of the New York Board of Education joined in a tribute to Henry Levy, newly elected member of the board of examiners, at a luncheon on December 12, at the Hotel McAlpin.

THE resignations are announced of Heinrich C. Dierwirth, professor of German in Harvard University, and of Theodore H. Dillon, professor of public utility management in the Harvard Graduate School of Business Administration.

DR. EDWARD E. WILDMAN, head of the science department of the West Philadelphia High School for Girls since 1912, has been elected director of science of the Philadelphia public schools, a newly created office. The post is to carry with it a salary of a minimum of $4,500 and a maximum of $5,500.

PROFESSOR LEO D. O'NEILL, director of the evening division of the College of Business Administration, Boston University, has been appointed head of the department of economics of the college.

WILLIAM L. HUGHES has resigned his position as assistant professor of physical education and head football coach at Oberlin College, to become director of physical education and athletics at De Pauw University, Greencastle, Indiana.

THOMAS H. ELIOT (Harvard, '28), a grandson of President-Emeritus Charles W. Eliot, has been elected to the editorial staff of *The Crimson*, the university's daily undergraduate newspaper.

DR. EDWARD W. STITT, associate superintendent of schools of New York City, addressed the Business and Professional Women's Republican Club on December 16 on "Education—Old and New."

DR. P. W. KUO, organizer and first president of the National Southeastern University of Nanking, China, will speak on the Chinese situation at colleges in the south in January and in the middle west in February.

WILLIAM AERY, director of the school of education at Hampton Institute, gave an illustrated lecture on the work of the institute at Teachers College, Columbia University, on December 14.

PAUL B. CLEMENS was elected president of the Milwaukee Schoolmasters' Club at a recent meeting attended by almost 300 members of the club. Frank Baker was elected vice-president, and Frank Maas is the new secretary-treasurer.

DR. PHILIP K. HITTI, of the American University of Beirut, will lecture on Near Eastern problems in the middle west in January, on the Pacific Coast in February, and in the southern states in March.

IN honor of the late Dr. Russell H. Conwell, founder and president of Temple University, the Philadelphia Board of Education has voted to give his name to a new elementary school now in course of erection.

THE life of Cyrus Northrop by Professor G. W. Firkins, from 1885 to 1911 president of the University of Minnesota, entitled, "Cyrus Northrop: A Memoir," has just been published by the University of Minnesota Press.

DR. GEORGE L. BAXTER, for forty-four years principal of the high school at Somerville, Mass., has died at the age of eighty-three years. Dr. Baxter's son, Gregory P. Baxter, has been a member of the faculty of Harvard University since 1902, becoming professor of chemistry in 1915.

MRS. ABIGAIL MORSE, first dean of women at the Kansas State Teachers College, Emporia, died on December 6, aged ninety-two years. Morse Hall, the dormitory for women, was named in honor of Mrs. Morse.

MISS MARGARET E. STRATTON, dean and for nineteen years professor of English at Wellesley College, died at Stratford, Conn., on December 19, aged eighty-one years.

MAURICE S. COBURN, of Beachmont, Mass., instructor in English at the University of Wisconsin, was drowned on December 19, while skating on Lake Mendota.

A GIFT of $750,000 has been made by Mr. B. N. Duke, of Durham, N. C., and New York City, to Kittrell College in North Carolina. The money is to be expended in the erection of new buildings and the purchase of needed equipment.

PRESIDENT HAMILTON HOLT, of Rollins College, Florida, has announced a gift to the college of $25,000 from Judge Elbert H. Gary, head of the United States Steel Corporation.

THE REVEREND JOSEPH N. DINAND, president of Holy Cross College, has announced an anonymous gift of $10,000 to be added to the fund for the new clubhouse and gymnasium. This sum is to form the nucleus of a fund of about $500,000 which the college officials hope to raise for this purpose.

DETAILS of its plan to raise $10,000,000 by a direct appeal to the American people were discussed at the annual meeting recently of the Board of Regents of the Smithsonian Institution, Washington, D. C. Chief Justice Taft presided and the regents present included Vice-President Dawes, Senators Smoot, Utah; Pepper, Pennsylvania, and Ferris, Michigan; and Representatives Moore, Virginia; Newton, Minnesota, and Johnson, Washington. A general committee and regional committees will be appointed to raise the fund throughout the country, appealing chiefly to those interested in scientific research.

THE daily papers report that negotiations are in progress between the trustees of Northwestern University and the trustees of the Armour Institute of Technology to effect a gradual movement over a five-year period of the physical and educational assets of the institute to the administrative control of Northwestern. During the interim the Armour name will remain, but at the end of the five years there will be only the one school, with its main buildings on the Evanston campus and its night classes and laboratories on the new McKinlock campus in Chicago. The Armour Institute of Technology was founded by Philip D. Armour, who contributed an endowment of more than $2,650,000. Since

his death J. Ogden Armour has contributed several millions more, and has been active as president of the board.

A FOUR day conference of the Association of American Schools and Departments of Journalism, and the American Association of Teachers of Journalism, will open at Columbia University on December 28. Dr. J. M. Lee will entertain the delegates at dinner on Sunday evening at the Newspaper Club, 133 West Forty-first Street. On Tuesday night Columbia University will have charge of the convention at which Dr. Nicholas Murray Butler, president of Columbia, and Walter Lippman, chief editorial writer of the *World*, will be the principal speakers. The New York *Times* will give a dinner in honor of the members on Wednesday evening, which has been set aside for the editors of newspapers and magazines. Oswald Garrison Villard, editor of the *Nation*, will address the delegates on "The Press and Authority," and Arthur Howe, editor of the Brooklyn *Eagle*, will speak on "The Need of Practicality in Instruction in Journalism." Special work in the newspaper and magazine field will be Henry Seidel Canby, editor of the *Saturday Review*, who will talk on "Critical Writing"; Gilbert Seldes, dramatic critic of the *Dial*, on "Magazine Work," and Elmer Davis and Burgess Johnson on "Book Reviewing and Publication." Other speakers will be John Farrar, editor of *The Bookman*, and Alfred A. Knopf, president of Alfred A. Knopf, Inc.

THE education committee of the Twentieth Century Club, Boston, announces a series of lectures on the general subject, "Does our Educational System educate?" to be given on Saturday mornings, from January 9 to February 13, at Huntington Hall at 10 o'clock. The subjects and speakers are: "Industrial Education," Charles A. Prosser, director of Dunwoody Industrial Institute, Minneapolis; "Character Building," Alfred W. Martin, School for Ethical Culture, New York; "Fitting Schools to Children," Carleton W. Washburne, superintendent of schools, Winnetka, Ill.; "Secondary Education," Grace C. Jones, dean of girls, Central High School, Detroit; "Natural Abilities and Disabilities as affected by Education," Johnson O'Connor, General Electric Co., Lynn; "Rural Education," Mabel Carney, Department of Training of Rural Teachers, Teachers College, New York.

A GREAT deal of interest and discussion has been caused in Canadian educational circles by the appearance of the report of the British Columbia School Survey, which may be obtained from the Department of Education, Victoria, B. C. The commissioners appointed were Dr. J. H. Putman and Dr. G. M. Weir. Two experts were engaged to assist them, Dr. Peter Sandiford, who carried out the elaborate testing program, and Professor S. E. Beckett, who made the report on educational finance. All phases of education in the province were investigated.

A PLAN of alumni reading has been developed at Lafayette College. An informal survey revealed that many graduates of the college were not reading simply because they did not know that authoritative books covering their field of immediate interest are available. Others became discouraged by reading books that were either too narrowly academic or too popular in style to be of great value to the practitioner. The Alumni Secretary sends, four times a year, to each alumnus, a list of books recommended by heads of the several departments of the college. Each department head recommends two or three books notable for their readability and practical value. A faculty committee, of which Professor Ezra Bowen, head of the department of economics, is chairman, supervises the project. Similar projects are being carried out at Amherst, Smith and Ohio State.

RECOMMENDATIONS that colleges play only four intercollegiate football games each fall, and these only with teams in their own class, were made last week in the report of the committee of college undergraduates to student representatives of 27 colleges in attendance at the three-day Intercollegiate Parley on Education, in session at Wesleyan University. The report read: "Intercollegiate athletics were incidental in their origin and should have remained so in their growth. We believe in them; because they encourage friendship between colleges and fos-

ter unity within institutions. But one sport, football, has taken such a hold on undergraduates, alumni and the public that its importance over the course of the playing season looms larger than any other aspect of the college, especially over the primary aspect—intellectual thinking." A schedule of only four games would render impossible the present annual elimination contests among the teams of the country; less publicity would be given the games; the necessity for spring and early season training would be done away with, and the commercial aspect of schedule-making would be minimized, the committee believes. It is also suggested that graduating coaching systems be instituted, and that no coach be paid a salary beyond that of a professor; and that coaches be not allowed to sit on the players' bench during the game, but that captains alone direct their teams so that undergraduates would be playing undergraduates and not coaches playing coaches. The committee of undergraduates consisted of R. R. Brooks, chairman, of Wesleyan University; E. J. Duffy, of Dartmouth; W. L. Nichols, of Harvard; R. R. Thurber, Princeton, and H. L. Houghton, Bowdoin.

A SURVEY of the schools of New York City to discover the type of social life existing within the schools and the factors which determine it has been undertaken by the Teachers' Union. The investigation is being conducted by the committee on character education, of which Professor George A. Coe, of Teachers College, Columbia University, is chairman.

THE School Committee of Brookline, Mass., has voted, seven to one, in favor of the proposal made by Headmaster Winfred C. Akers, of the High School, that, beginning January 1, all pupils in the high school having an average grade of "C" or better for the previous month be excused from attendance after 1:30 o'clock. Pupils having an average rank below "C" will be required to remain at school until two o'clock, the closing hour at present.

MORE than a hundred extension workers from all parts of Massachusetts, including county agents and junior extension workers, held their annual conference during the first four days of last week at the Massachusetts Agricultural College. The principal speakers were H. C. Ransower, director of the extension service of the Ohio State Agricultural College; Bristow Adams, professor of journalism at Cornell; A. B. Graham, of the U. S. Department of Agriculture, and Ernest R. Groves, professor of social science at Boston University.

DEAN CHARLES E. FRILEY, of the Agricultural and Mechanical College of Texas and secretary of the Association of Texas Colleges, has sent SCHOOL AND SOCIETY a copy of his report on enrollment in Texas colleges in 1924–25. It is shown that twenty-six senior colleges of the state had a grand total enrollment last year of 34,764 and a total of 20,714 summer-school students last summer. The regular year enrollment of twenty-five junior colleges was 6,684 and the summer-school attendance was 2,202.

THIS autumn the School of Education of New York University is giving 176 courses and has 15 full professors, 16 associate and assistant professors and 42 instructors and lecturers. The students enrolled in the School of Education number almost 1,500. The Institute of Education enrolls over 2,150. New appointments for the year 1925–26 include an associate professor, 11 assistant professors and a director of the Bureau of Education Service. The four latest departments to be added in the school of education are: Physical education, Dr. Clark W. Hetherington, professor; music education, Dr. Hollis Dann, professor; commercial education in charge of Professor Paul S. Lomax, and normal school education in charge of Professor Ambrose L. Suhrie. For the year 1924–25, ten dissertations for the doctorate and twenty-nine master's theses in the Graduate School of Education were completed.

THE fall term shows the operation of the newly reorganized School of Household Administration at the University of Cincinnati. This is under the directorship of Professor Elizabeth Dyer. In this school is being developed the content for prospective teachers of home economics. A special department in child care and training has been established, Dr. Ada Hart Arlitt being appointed as professor. Work is being developed in the psychology and practice of the pre-school age. Students trained in this

field find three-year programs based on a two-year liberal arts prerequisite, these paralleling in organization, degrees, student teaching on pay, etc., the other three-year professional programs of the College of Education. The college now has in operation three-year professional programs in the following fields: Kindergarten, primary, elementary school, junior and senior high school, physical education, public-school music, public-school art and home economics.

ACCORDING to a press notice from the University of Minnesota, provision of some sort for adequate financial support of its faculty members after they reach the age of retirement is one of the main problems with which the university is now struggling. Unlike privately endowed colleges, the university can not put retired or aged faculty members on part salary, as state wages can be paid only for services actually rendered. Rapid expansion of educational institutions and increase in the number of teachers has led to the withdrawal of the original Carnegie pension plan, which has been altered into a form of insurance. Only faculty members who were eligible in the early years of the Carnegie pension can receive the benefits provided by it as it was first established. Some institutions have seen fit to assume part of the cost of a retirement insurance program that would provide to faculty members an annuity following their retirement. Following an investigation conducted a year ago, President Coffman announced that Minnesota would probably be unable to follow such a policy at the present time. A committee of the faculty headed by Professor Richard E. Scammon is now studying various forms of insurance, including annuities, disability, endowment and group arrangements, with the purpose of reporting to faculty members the ways in which they can best and cheapest finance a program of regular saving that will assure them comfort after they have reached the age when they can no longer draw a regular salary. A preliminary report on this study has been made and general recommendations will be made in the near future.

PLANS have been made to issue a convention newspaper covering the meeting of the Department of Superintendence in Washington next February. This paper will be issued on Tuesday, Wednesday and Thursday of the convention week. It will give brief summaries of the speeches and the high spots of this all-important educational meeting. The purpose of the paper is to provide those who attend the meeting with summaries that may be used for reporting to home school and to provide those who do not attend with an opportunity to have the facts of the convention immediately following the meeting. Copies of this newspaper can be obtained by addressing W. C. Blakey, 1123 Broadway, New York City.

THE University of Minnesota announces that Volumes III and IV of "Studies in Public School Finance," prepared under the direction of Professor Fletcher Harper Swift, formerly of the college of education of the University of Minnesota and now of the school of education of the University of California, have been received from press and are ready for distribution. Volume III, The Middle West, contains studies of public school finance in Illinois, Minnesota, South Dakota, together with a supplement of public school finance in Alaska. Volume IV, The South, contains studies of public school finance in Alabama, Arkansas, Oklahoma and Tennessee.

AMERICAN mission schools have started auspiciously, and apparently will not be violently opposed this school year, according to an Associated Press dispatch from Foochow, China. Enrollment in one American middle school reached its limit a week before the opening date. The Students Union has made a strong effort to organize a student army in all schools, declaring that it was not the intention to arm but only to prepare for future emergencies.

THE Bulgarian Board of Education has decided to send a delegation to Germany to study the most recent development in the arts and with the object of establishing cultural relations between the two countries.

DISCUSSION

HOW SHALL WE MEASURE SCHOLASTIC ATTAINMENT?

A STUDENT must jump a group of educational hurdles before he can advance from one grade to another, from one college class to another,

from the bachelor's degree to a doctorate. His advancement is the history of his achievement, it is the history of intellectual obstructions gone over. Each advancement represents a fixed quantity of work creditably done or, stated another way, it represents so many intellectual barriers overcome. It shows the ability of the student to carry an educational load well up on to the scholastic mountain. He may only be carrying the minimum enrolment and may carry this with high scholarship, or he may carry the maximum enrolment and not attain quite so high grades. His load may be heavy and when the end of the semester comes he may not have reached quite so high an eminence on the educational mountain, but the pack he has carried may have been much heavier than that of his associates. One man may have carried a light load up say eighty-five or ninety rungs on the scholastic percentage ladder, while the other with a much heavier load has not mounted quite so many rungs; but if we measure the achievements of these two scholars in terms of work actually done, in many cases the heavier loaded student will be seen to have accomplished most.

In the physical sciences the measure of accomplishment is the work done in a unit of time. The potential power of a water-fall is not only a function of the height of the fall, but also of the quantity of water passing over the falls in a given time. The potential horse power of the fall is a function of the two combined. If a water-fall has a high head, but has only a small amount of water running over it, its potential horse power or ability to do work may be small as compared to a water-fall of lesser head but over which much more water is falling. So in educational accomplishments, the scholastic grade or mark received must be combined with the load carried to get the true measure of work done by the student.

This may be secured by taking the summation of the grades received, multiplied by their respective credit hours. This result measures the amount of work done by a student and is a much better gauge of his accomplishments than the percentage grade now offered. When the work of a student is to be compared with that of another or one group of students with that of another group, it becomes necessary to find out the load carried as well as the height to which it was carried up the one-hundred rung educational ladder. In other words, we need to know the potential educational accomplishments of the student during the semester and by this gauge the relative accomplishments of different students or different organizations may best be measured.

At the close of each semester at the State College of Washington, it is customary to present a fine cup to the college group receiving the highest scholarship standing. After this honor was awarded for the first semester 1923–24, the writer made a further study of the thirty-five groups reported on. The average load carried by the respective groups was multiplied by the average grade received by the respective groups. This gave the educational potential or the work accomplishment for the semester for the several groups. By this method the group receiving the highest percentage grade dropped to the ninth position when their accomplishments were measured by the actual work done for the semester. The group ranking second by the percentage method dropped to twenty-second position when measured by the educational potential of the group. The group standings for the first semester 1924–25 were also studied. The group which by the percentage method stood first by the work method dropped to the twentieth place, while the one ranking eighteenth under the percentage system came up to first place when measured by the ability of its members to do educational work. The group ranking twenty-ninth by the percentage system jumped to fourth position when the actual amount of work done was used as the measure of its accomplishments.

Membership in honorary societies is generally based upon scholarship rank and junior and senior standing. The real intent of the founders of these organizations was to bring together in such organizations a group of gifted students as evidenced by high scholastic attainments and consequently membership was limited to candidates from the junior and senior classes. In some instances the candidates are to be selected from the upper one fifth or one fourth or two thirds of the members of the junior and senior

classes, and as no account is taken of scholarship rank, in some years, this upper division may be made up of very able students and in other years the eligible list may be only mediocre.

In no case does there seem to be any required number of hours of credit that must be completed in a definite period of time and at a stated average grade. The time element seems generally to be omitted from admission requirements, thus making it possible for the less gifted student who desires membership in an honor society to enroll in the minimum number of credit hours, carry that load with high marks, take an extra semester or an extra year to reach the standing required for admission by the honor society which he hopes to enter. He may thus satisfy the admission requirements with one of the important educational elements omitted. An honor society might thus initiate a candidate of relatively low capacity to do educational work.

College degrees are generally granted upon the completion of a definite number of credit hours secured at or above a passing grade, the time element being omitted. The candidate for the degree may have spent four years or less or a considerably longer time in accumulating the required number of credit hours. The degree granted may, therefore, fail to express the intellectual potential of the candidate. To graduate with honor at the State College of Washington, one must have shown proficiency in a definite amount of work for a fixed number of semesters and must have ranked above a certain level. This rule recognizes the quality of the work done and the amount of the work carried per semester and is a true gauge of the student's scholastic attainments.

If college degrees are to be a measure of the student's intellectual potential, they should not only show the quality of the work done but the amount of work done and the amount of time required to do it. If honors are to be an evidence of the student's intellectual potential, they should show the grade of the work done, the amount of the work completed and the time consumed in doing it. If the relative standing of groups is to be determined, the load carried per semester is a determining factor quite as much so as is the grade received.

O. L. WALLER
STATE COLLEGE OF WASHINGTON

REPORTS

A CONFERENCE ON GIRLS' ATHLETICS AT THE UNIVERSITY OF CINCINNATI

ON Saturday, November 21, 1925, the College of Education of the University of Cincinnati called a general conference to consider the outstanding problems of girls' athletics. A representative group of about two hundred delegates —physical directors, coaches, high school principals and superintendents and other men and women representing education and health—assembled at this time. The conference was marked by free discussion and also the passing of definite recommendations and resolutions. The group unanimously voted to go on record as supporting the policies of the National Amateur Athletic Federation and to this end passed the following definite recommendations:

(1) That a system of athletics for all is a good thing from the standpoint of health and education, if it is supervised.

(2) That girls should always have women coaches. When this is absolutely impossible, the man should have special training in physical education, and there should be a woman assisting him who is in close touch with the girls.

(3) That boys' rules are harmful for girls and should never be used.

(4) That girls participating in athletic competition should always have a medical examination. The examination of the N. A. A. F. might be useful—all are at least willing to experiment with it.

(5) That the group go on record as opposing all interscholastic athletic competition.

(6) That each one present engage in a personal publicity campaign to further the policies adopted at this conference. That he also cooperate with groups selected at this time to work for a public sentiment that will back such athletic ruling that the National Amateur Athletic Federation is working on.

(7) That a state high school athletic association be formed as soon as possible.

(8) That the following committee be appointed to formulate definite plans of procedure and immediate action.

Helen L. Coops, Acting Director of Physical Education, University of Cincinnati. (Chairman of the Committee.)

Carl Ziegler, Director of Physical Education, Cincinnati Public Schools.

Helen Taylor, Director of Physical Education, Withrow High School, Cincinnati, Ohio.

Violet Stockham, Instructor of Physical Education,

Ohio Wesleyan University, Delaware, Ohio.
Mrs. E. S. White, Director of Girl Scouts, Cincinnati, Ohio.
C. W. Whitten, Manager State High School Athletic Association, Illinois.
Charles Ottermann, Assistant Superintendent, Cincinnati Public Schools.

RECOMMENDATIONS AND PLANS OF THE SPECIAL COMMITTEE

(1) State association to be the outgrowth of separate sectional associations. Main idea to work from existing organizations which are already well organized, strong and proceeding with the right principles—namely, the athletic associations in the colleges of Ohio—and to get at the high schools through the colleges. This idea to be worked on through the winter, and to be definitely presented at the educational conference at Columbus next spring.

(2) Cincinnati to go ahead immediately with this sectional experiment. The city high schools to be organized on the basis of the point system of the university athletic association and in close connection with them. The results of this experiment to be announced at the conference in the spring.

(3) Basketball.

(a) Use every effort to abolish basketball tournaments through publicity and athletic ruling.

(b) Work for girls' rules at all times.

(c) Limit number of games to be played in a season as far as possible. Suggestion that winners of intra-mural tournament in one school play similar winners in another school, rather than varsity teams. (The policy of the committee to be to work through cooperation, and to bring about results gradually—not to antagonize!)

(d) Delaware county to conduct an experiment—to get statistics concerning competition of some representative county of Ohio.

(4) Publicity.

(a) Report of this conference to be sent to all colleges in Ohio, and high schools.

(b) That statistics be obtained concerning conditions in Ohio, and that these be presented to all conventions and meetings of high school principals and superintendents in Ohio.

(c) That articles be prepared for publications in the field of education and health, as well as physical education.

L. A. PECHSTEIN

EDUCATIONAL RESEARCH AND STATISTICS

STUDENT MORTALITY

ADMINISTRATORS and university professors who have a vital interest in young people and who believe that a four years' college course is a good preparation for life's activities to-day are wondering why so many students leave college. These teachers and administrators bewail the small percentage of upper classmen on the campus and the superfluity of first and second year men. They want to know why it is that so many students leave and what can be done about it. The present investigation is an attempt to throw some light upon this problem.

During the year 1922 there was given to 562 freshmen of this university the Otis Intelligence Test (advanced). These seemed a likely group for study, since the intelligence test scores and scholarship records made both in the university and in the high school were available in the registrar's office of the university. Moreover, the dean of men had attempted to discover the causes for leaving in the case of several of the men. These 562 names were therefore transferred to cards, and the marks of each student both in the high school and in the university were copied onto this card. Records of any notation on the registrar's books were made in the case of students who had not returned during the third year. The deans' offices were then visited and further information gathered. Information, then, from whatever source obtainable was assembled on the card of each student.

One of the first questions arising concerns the percentage of students leaving. By referring to Table I it is seen that 38 per cent. of these 562 students had dropped out by the end of the second year. Twenty-seven per cent. did not last through the first year and 11 per cent. through the second year. In brief, of the 562 entering freshmen 349 remained at the end of the second year and 213 had left.

It is evident that the students who left college made marks almost a unit lower than did those who remained (4.42 and 3.48). The first is lower, since "1" is high. Again, the leaving students have made a poorer record in the high school (2.78 against 2.52) than those who remained, and have scored ten points lower in the

TABLE I

RECORDS OF STUDENTS LEAVING COMPARED WITH THOSE OF OTHERS IN SCORES AND MARKS

	Total number	Percentage	University marks (median)	Otis scores	High-school marks
Total students leaving college	213	38	4.42[1]	143.6	2.78
Total students remaining	349	62	3.48	153	2.52
All students studied	562	100	3.74	148.9	2.58
Students leaving first year	153	27	4.46	141.3	2.97
Students leaving second year	60	11	4.35	143.7	2.7
Students excluded on account of scholarship	53	9	5.25	130	2.99

Otis test. Students who leave the first year are somewhat poorer in all three cases than those who leave the second. Those excluded on account of scholarship show a decided inferiority in all three criteria. In brief, the students leaving college are inferior to those who remain in scholarship, both in high school and university, and in a certain academic type of intelligence.

But averages neglect important factors, for some of the poorest in scholarship and intelligence manage to stay, while some of the best in these traits leave. A table of distribution of the two groups was made and showed some rather surprising findings, for here we find a group of students superior in scholarship leaving college. Thirty-six students whose average grades were above three (which is above the average of our students) left college and sixty students left whose scores ranged above the median to the highest score.

High-school marks tell a similar story. Almost all students who came up to the university have made a creditable showing in the high school; a few, however, have not. Of all those having an average below four there was not one left at the end of the second year. It might be well to discourage these from coming to the university. If we take the median for university marks (3.74) and refer it to the table of distribution for high-school marks we find only fifteen below this university median and 472 above, with nine falling at or near 3.74. This matter of inflated marks within the high school may be one of the prime causes of failure and consequent departure of students. High marks are much more easily obtained in high school, a fact which produces discouragement when low marks are received in the university. It may also leave the student with an unwarranted belief in his own ability which the university rather roughly dissipates. One finds that the university marks of those students excluded from the university on account of scholarship are extremely low, although these same students had fair high-school records.

The relationship between intelligence scores and mortality was studied by means of a table of distribution. From this table it was clear that not one student scoring 205 on the Otis Test left, and only three of the sixteen scoring 195 left; on the contrary, nine of the eleven scoring 85 or below left. By following down the column "percentage leaving" it is discovered that as you go down the scale the percentage of those leaving increases until at the score of 85 it has reached 88 per cent. The reverse side of the picture may be seen in the percentage column of "students remaining." Beginning at the highest with 100 per cent. the percentage gradually decreases until we arrive at 12 and 33, which percentages occur at the two lowest groups of scores on the Otis test.

In addition to high-school marks, university marks and intelligence scores, further data relating to students' leaving were collated from many sources. In the first place, any notation appearing on the student's record in the registrar's office was put down. Here such laconic reports as "suspended for hazing," "suspended for drinking," "would not answer official notices," "home by Dr. A's orders," etc., tell rather doleful tales. From the office of the dean of men we collected the reasons which had come in from letters written either by parent or student. The deans of the various colleges were importuned for information until some sort of information was obtained for 153 out of the 213

[1] The marks average were as follows: 1 = highest grade; 2 = next highest; 3 = medium; 4 = barely passing; 5 = conditional failure; 6 = failure.

students with whom we were concerned. Care was taken in cross-checking reasons, for example, when a reason was given—say "finance"—the record for scholarship was also examined. In many cases there is no question but that the real reason for leaving was not the one given, but scholarship. I calculated, therefore, that if the student's average record was 4.3 or below, scholarship was a cooperating cause. If a student is doing well in his work, ordinarily he gets the money somehow, but if his marks are low and also his finances he says "finances," though he means "scholarship" or "failure to pass the work" or merely "failure."

Table II attempts to classify in a rough way the causes of students' leaving. The categories are not mutually exclusive by any means, and sometimes a student's name may appear in two places, but they give some notion of the causes which influence a boy's decision to go to work.

TABLE II

REASONS FOR STUDENTS' LEAVING

	Directly	Indirectly	Total
Scholarship	53	72	125
Finances	6	7	13
Suspension (hazing)	2	—	2
Enter another university	1	1	2
Parents withdrew	—	3	3
Sickness	5	3	8
Conditions at home	1	—	1
Go to work	2	1	3
Moral	1	5	6
Illness in family	1	—	1
Poor high-school preparation	—	2	2
Lack of interest	1	—	1
Unknown	60	—	60
Total			227

Duplicates—14.

Scholarship looms large. It is directly responsible for fifty-three boys' leaving and, if my surmises are correct, indirectly responsible for the leaving of seventy-two more, thus giving a grand total of 125. The lack of money is undoubtedly sometimes a primary or a cooperating cause, but our investigation seems to show that this is a small factor compared with that of scholarship. There may be many cases of low financial status which have not come to light, but in whatever way one weighs this factor it is not as large as might be supposed. Of the others, some sort of infraction of the moral law and health seem to be the most potent causes of leaving.

Which courses are most responsible for failure of students? It is found that botany, Spanish and sociology fail 50 per cent. or more of the students leaving; history, mathematics, French and German between 40 and 50 per cent. of them; English, economics, chemistry, physics, engineering, psychology and education between 30 and 40 per cent.; Latin, geology and zoology from 20 to 30 per cent., and below 20 per cent., Greek and music. When we consider the records of the fifty-three students who were sent home on account of scholarship, 100 per cent. failed in botany and sociology; 80 to 90 per cent. in mathematics, French, Spanish and engineering; 70 to 80 per cent. in English, history and chemistry; 60 to 70 per cent. in geology; 50 to 60 per cent. in German, and below 50 per cent. in economics.

Another method of analysis is correlation. This gives us the average trend of one trait in relation to another or the mutual implication between two related traits. Coefficients of correlation were made between the Otis intelligence test and the marks of college students in their several subjects of instruction whenever the number taking the subject was sufficient to warrant a correlation. Moreover, coefficients were computed between this test and the average grades for each term of the two years and with an average of all three terms for each of the years studied. In all cases the correlations are positive. In all cases on the average the pupils who stand high in the test stand high in scholarship; those who stand low on the test stand low on scholarship, and those who stand in the middle on the test are in the middle in scholarship. But in some cases the relationship is quite low, while in other cases it is mediumly high. In no case is there a high coefficient of correlation between the test and the marks in any subject. With German during the first year the relationship is quite respectable, but not even here high enough for prognosis. The coefficients are quite substantial (from .45 to .61), then, between the Otis test and the marks in German, English, history, geology and French for the first year; present but low (.32 to .39) in the case

of mathematics, chemistry, Spanish, economics, engineering and Latin. During the second year the coefficients are substantial in English and Spanish; present but low in French, history, economics, engineering and German; and negligible in mathematics, chemistry, geology, Latin and zoology. However, the coefficients of correlation during the second year are necessarily lower because of the contraction of the range of scores (the lowest have largely disappeared).. The correlations with average and total grades are "marked."

In order to search farther for relationships coefficients were computed between high-school marks and marks made in the university. There was considerable difficulty in evaluating high-school marks, since they come dressed in various garbs such as excellent, good, fair and poor; or a, b, c, d; or even 92, 80, 75, 70 and such like. We converted these into the corresponding figures of 1, 2, 3, 4 and 5 as best we could. It should be borne in mind that every error of this nature reduces the size of the coefficient of correlation, since this measure unlike the average is reduced by all chance errors. College marks and high-school marks have a substantial but by no means perfect relation (from .37 to .59). The average of the marks in the last year of high school was taken in all cases. On the average the relationships here found are quite similar to those in the case of the Otis tests. The closest relation discovered seems to be in the fields of economics, Spanish and French.

Again, since the students here have a year in which to pass their work it was thought best to correlate the first term's work with the second, third, fourth, fifth and sixth term's work. Here the relationship is highest of all. Table III sets forth these coefficients. It is shown that a student's marks during the first term in the university are by far the best prognosis of what he is going to do while in the university.

TABLE III

CORRELATION OF FIRST TERM'S MARKS WITH THOSE OF FIVE SUBSEQUENT TERMS

	Second term		Third term		Fourth term		Fifth term		Sixth term	
First term	r	n	r	n	r	n	r	n	r	n
	.719	545	.699	506	.618	396	.629	374	.622	351

Finally, it was thought desirable to find what the optimum combination of several factors might give us in the way of prognosis. The method used was that of multiple correlation, whereby combinations for optimum results may be had without the longer method of regression equations and multiplying by constants.[2] The best combination of Otis test scores and high-school marks gives with the university marks a coefficient of .58, somewhat but not substantially higher than Otis alone. Where first-term university marks are combined with high-school marks and Otis scores the optimum correlation with the marks for second term rises to .73, a high relationship and one which is quite useful but by no means accurate in prediction.

CONCLUSIONS

The students leave college for the most part because they do not get the right start in their subjects of instruction. Among other causes are finances, health and moral difficulties usually relating to hazing or drinking, but even in these cases scholarship frequently enters. The students who leave have a slightly poorer high-school record than those who stay, they score somewhat lower on intelligence tests and make poorer grades in the university. On the other hand, some students of high intelligence and good high-school and university records drop out sometimes for no discoverable reasons. These need to be further investigated.

High-school marks and Otis intelligence scores are suggestive and helpful in sizing up a man's subsequent record at the university and seem to be about as prognostic as entrance examinations, but they certainly are not final in any sense of the word. By combining the two records in an optimum manner somewhat but not much better results are obtained. The record for the first term is the best single prognostic measure of the subsequent records of university men.

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[2] The formula taken from Yule is

$$R_{1.234} = \sqrt{1-(1-r^2)(1-r^2_{12.2})(1-r^2_{14.23})\cdots(1-r^2_{1n.23\ldots(n-1)})}$$

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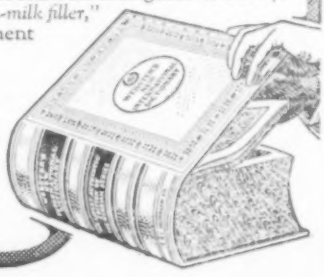

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